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ABSTRACT

Resulting in part from a project designed to identify and describe comprehensive programs of excellence in career education, this manual is the first of a series describing current, successful career education practices. Among the considerations discussed in this handbook are: (1) administrative practices, including the role of the superintendent and board of education and the characteristics and responsibilities of the program coordinator, (2) curriculum design, (3) inclusion of post-secondary and adult education, (4) career guidance services and personnel, (5) provision for professional development, (6) involvement of the community, and (7) program evaluation. Other booklets in this series are available as VT 020 083-VT 020 090 in this issue. (SB)

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A MANUAL FOR THE IMPLEMENTATION AND ADMINISTRATION OF CAREER EDUCATION PROGRAMS

• SHOOK & MORGAN

ONE

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CAREER EDUCATION MONOGRAPH SERIES

Robert L. Morgan and Mollie W. Shook, Editors

1. Mollie W. Shook and Robert L. Morgan, *A Manual for the Implementation and Administration of Career Education Programs.*
2. Robert W. Schreiber and Mabell Black, *Elementary School Curriculum Guide.*
3. R. T. Scherer and Joseph R. Clary, *Middle School Curriculum Guide.*
4. Kenneth B. Hoyt and G. G. Wooland, *High School Curriculum Guide.*
5. B. E. Childers and Charles Nichols, *Postsecondary Career Education.*
6. Cliff E. Helling and Eldon Ruff, *Career Guidance.*
7. Lillian Buckingham and Arthur M. Lee, *Placement and Follow-Up in Career Education.*
8. Gordon I. Swanson and Robert Jervis, *Professional Development.*
9. Robert M. Isenberg and Joel Smith, *Involving the Community in Career Education.*

FOREWORD

The Career Education Monograph Series, sponsored by the Center for Occupational Education, has been made possible through grants from the U. S. Office of Education, Dr. Sidney P. Marland, Jr., Commissioner. The specific grants were administered in the offices of Dr. Lee M. Burchinal, Assistant Commissioner, National Center for Educational Communication, and Dr. Robert M. Worthington, Associate Commissioner, Bureau of Adult, Vocational, and Technical Education. The National Center for Educational Communication is under the administration of Dr. Don Davies, Deputy Commissioner for Development, and the Bureau of Adult, Vocational, and Technical Education is under the administration of Dr. Duane Mathies, Deputy Commissioner for School Systems. Project officers of the projects are Mr. Richard Elmendorf, National Center for Educational Communication, and Dr. Elizabeth J. Simpson, Bureau of Adult, Vocational, and Technical Education.

Although this series was based on work supported by the U. S. Department of Health, Education, and Welfare, Office of Education, certain freedom has been granted to contractors. Neither the fact of government support nor the acknowledgement of the leadership exercised by government officials which resulted in this series should be construed in any manner to mean that the series represents official Office of Education position or policy.

The series is the product of many hands, but it seems appropriate that we dedicate the series to the memory of the late Robert M. Isenberg, a friend of American education and of the Center, whose untimely death occurred just a few days after he completed his manuscript.

John K. Coster, Director
Center for Occupational Education

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A MANUAL FOR THE IMPLEMENTATION AND ADMINISTRATION OF CAREER EDUCATION PROGRAMS

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ROBERT L. MORGAN

Center for Occupational Education

CAREER EDUCATION MONOGRAPH NO. 1

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NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

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EDITORS' PREFACE

This series is based, in part, on a project entitled "Assessing, Documenting, and Spreading Exemplary Programs of Career Education" conducted by the Center for Occupational Education pursuant to a grant from the National Center for Educational Communication, formerly in the U. S. Office of Education and now in the National Institute for Education. Under the terms of the grant, the Center for Occupational Education undertook the identification and description of comprehensive programs of excellence in career education throughout the nation.

Since the entire concept of career education was only an embryo at the time the project was begun, the traditional ways of identifying exemplary programs through consideration of evaluation data and program results were not applicable. In point of fact, few programs had begun formal evaluations and fewer still had evaluative results available for examination. Thus, the identification of programs of excellence proceeded along different lines than those normally taken. First, in order to ensure the broadest possible coverage of existing programs, a wide variety of persons knowledgeable in educational programs were contacted and asked to submit nominations for exemplary programs in career education. Persons contacted included State Directors of Vocational Education, Directors of Research Coordinating Units, personnel in the regional offices of the Department of Health, Education, and Welfare, and others. As a basis for nominating programs, a brief description of "career education" was provided as a guide. Approximately 250 programs were nominated across the country as a result of this initial effort. All nominated programs were contacted to determine their interest in participating in the project. Of the nearly 150 school systems expressing interest in participating, 102 systems completed self-study forms which were used to make the first cut in the exemplary program identification.

This first cut was made by a panel of consultants retained by the Center for Occupational Education to develop the criteria for program selection and identify programs for on-site visitation. A second team of consultants was selected to conduct the on-site reviews. Armed with a program guide developed by the initial team, groups of four persons consisting of three consultants and a project staff member visited the 41 identified programs, analyzed each program in terms of the guide, and prepared a report on the program's operation. Finally, the reports were reviewed by the project staff, and, in consultation with the team leaders,

15 programs were selected for transmittal to the National Center for Educational Communication for ultimate publication by that agency.

After completion of the program documentation, a conference sponsored by the Bureau of Adult, Vocational, and Technical Education, U. S. Office of Education, was convened to synthesize the information collected. The first monograph in this series is a direct result of that conference. Participants at the conference also identified areas which were of greatest concern to practitioners in the field, and the topics of monographs two through nine represent syntheses of these identified areas of concern.

This series represents an attempt to describe the successful career education practices that are currently underway. It does not pretend to be a final answer, but rather a comprehensive statement of what presently exists. We believe that many of the approaches discussed in the series will survive the test of time and, taken as a whole, will reflect an approximation of what career education will look like in the future. While the monographs have been developed to address particular problem areas, and while certain components can be installed individually, it is our contention that career education, in order to be truly effective, should minimally contain the combination of components discussed in this series.

R.I.M.
M.W.S.
1973

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ACKNOWLEDGEMENTS

In May, 1972, through a grant from Associate Commissioner Robert M. Worthington, Bureau of Adult, Vocational, and Technical Education, U. S. Office of Education, a group of prominent educators met and pooled their knowledge about career education to provide input for this Manual. The interest of Dr. Worthington developed from information about a project conducted by the Center for Occupational Education for the National Center for Educational Communication, U. S. Office of Education, to "assess, document, and spread" information about career education programs now in operation in local educational agencies in the United States and territories. Most of the individuals present in May served as site-team members for the 41 projects visited by the Center for Occupational Education between January and May, 1972. Other individuals present in May, 1972, represented the U. S. Office of Education and other national career education projects. These people are:

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Special thanks go to Dr. Gordon Swanson, University of Minnesota; Dr. J. R. Clary, N. C. Advisory Council on Vocational Education; and Dr. B. E. Childers, Southern Association of Colleges and Schools for their assistance in review of the manuscript.

Mollie W. Shook
Robert L. Morgan

INTRODUCTION

Career education is a *total education program*—not just a revamping of existing curricula. It is a comprehensive program integrated into the total curriculum and systematically organized into components for lower, middle, and upper schools, and for postsecondary and adult levels. It is designed to expose *all* students to awareness of, exploration in, and skill training for future careers of the student's choice. Career education calls for dynamic leadership.

Career education requires that the administrative leadership of the local education agency utilize democratic decision-making processes, including the reacceptance of accountability of the quality of education for *all* students, and that it assures and guarantees that kindergarten through postsecondary and adult career education components are available to every student. While the local education agency may not always be the sole agency administering the total program at all levels, it must take the initiative to see that such a program is available. For purposes of organization and development of this handbook, career education is confined to kindergarten through postsecondary and adult education. In endorsement of the concepts of career education as defined by the U. S. Office of Education, it is agreed that public schools must serve the whole community, not just school-age children, youth, and young adults.

ADMINISTRATION

A program of career education requires more administrative coordination and planning than that being done for educational programs now in place. The primary reasons for this include (1) the increased interaction with the community at large, (2) the need for integration of career education curricula across all subject matter areas, (3) the need for educational professional development of all staff, (4) the need for coordination of program development with other educational agencies, (5) an acceptance of the responsibility for the placement and replacement of each student exiting the school system, and (6) the increase in per pupil costs for which new monies must be sought.

Coupled with already stressed administrative resources, career education offers a great challenge to the administrative capabilities of the school administrator. Administrative commitment is a necessary precondition for career education, and without such commitment any attempt to initiate such a change most surely will not succeed.

This section is not a cookbook approach to the administration of career education programs, but rather it is a reflection of current administrative practices in local education agencies with successful career education programs. Fiscal limitations may require the invention of new techniques, and political problems may cause strategy shifts.

However, it appears that career education is one of the best ways to increase community involvement and student interest in the public schools, and for this reason administrators feel that the amount of effort required to shift to career education is worthwhile.

Superintendent The chief administrative officer of the local education agency must be fully committed to an operational concept of career education, founded upon a clearly delineated philosophical base. The philosophical base is the foundation upon which to build a career education program.

Board of Education The chief administrator, normally the superintendent, must inform the board of education about "career education" and secure their support for the concept.

Program Coordinator The superintendent should designate an individual to coordinate the career education program, provided that he chooses not to perform this function himself. This coordinator should have clearly delineated respon-

sibilities for the program and be structurally placed in the administration with authority to work with individuals responsible for all areas of the curriculum. The coordination of the career education program should be the sole responsibility of this individual.

Characteristics Desirable characteristics of the individual employed as program coordinator ought to be: dynamism; enthusiasm; tactfulness; effectiveness in working with groups outside the public school; decision-making abilities acceptable to administrators, staff, and faculty; and a commitment to the concept of career education.

Responsibilities The program coordinator *must* be given the authority to make decisions and effect changes necessary to meet the objectives of career education and have full knowledge of the administrative structure within which he is to function and to which he is accountable.

The program coordinator must identify human, material, and physical resources and determine how these may be most effectively utilized in program development.

The program coordinator must coordinate community groups working for and in the school and the school working in and with these community groups. Therefore, the coordinator must break down any unnecessary barriers that inhibit the flow of information, resources, and people between the school system and the community.

In initiating a successful career education program, the superintendent, board of education, program coordinator, and other representatives of the school and community who support the concept of career education should:

1. Express publicly a commitment to career education.
2. Establish a steering committee composed of representatives of the school and community.
3. Develop the philosophical basis and general emphasis of the career education endeavor.
4. Conduct needs assessments of the students, school, and community served by the school.
5. Analyze the needs assessments and determine the priorities.

6. Establish the long- and short-range goals of the program.
7. Identify the obstacles which may impede the implementation process and devise a means of removing these.
8. Establish the product objectives stated in terms which will assure accountability for the program, including
   a. overall objectives—both process and product and/or
   b. lower school objectives
   c. middle school objectives
   d. upper school objectives
   e. postsecondary and adult objectives
   f. community objectives

   In the design of program objectives the program coordinator needs to involve in a systematic manner teachers, principals, counselors, students, parents, school administrative personnel, and members of the community. Once program goals and objectives are defined, they should be fully disseminated and explained to all educational personnel who will be involved as support, teaching, or administrative personnel for the program. The input of these individuals may prompt the revision, broadening, or amending of program objectives.
9. Select processes which will lead to the achievement of each objective.
10. Design a master plan and a PERT chart for the entire installation time frame.

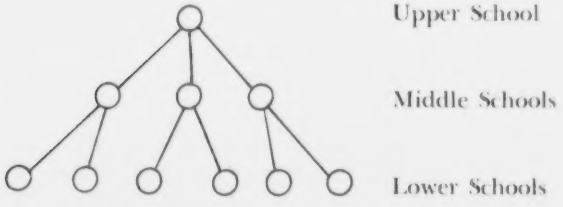
Implementation of Program

The program coordinator, with the assistance of administrative personnel, i.e., assistant superintendents of curriculum and instruction, vocational education, guidance, and representative principals and teachers, will choose from those schools which volunteer the schools in which the program will be initiated.

While there are many ways to install the program, two approaches, or some combination thereof, appear in successful programs. The program may be initiated by level—1st year-lower schools.

2nd year-addition of middle schools
3rd year-addition of upper schools

or it may be initiated in a pyramid approach in which the program is



initiated uniformly in lower, middle, and upper schools which form one attendance or service area of the school system. In moderate-size school systems the program may be effectively initiated in one year in all of the schools. In all strategies, care must be taken to assure vertical articulation among all participants.

In initiating the program there are two basic principles which should be followed:

1. *Start small and expand.*
2. *Start with those teachers who are interested and enthusiastic.*

Prior to the installation of the program in the schools, an in-depth orientation on career education should be offered for teachers, principals, and support personnel who will be involved with the implementation of the program. This orientation period should take place during the early development of the program, providing adequate time to prepare curriculum materials prior to their installation in the classroom. Where possible, persons with previous experience in career education program development should be sought to aid in this endeavor.

A comprehensive evaluation scheme to determine the probable effect of both the process and the product of the program should be fully developed prior to the initiation of the program into the schools.

SUMMARY

1. Have a definite commitment of both the superintendent and the Board of Education to the concepts of career education.
2. Involve the community.
3. Designate a person for key responsibility for implementation and adminstration of the program—with power to make decisions and to effect changes as needed in all curriculum areas.
4. Conduct needs assessments.
5. Determine priorities.
6. Determine long- and short-range goals.
7. Identify the potential obstacles to the implementation of the program of career education and, with key administrative leaders, develop strategies to overcome them.
8. Design the program, specifying product and process objectives, and build in an effective evaluation mechanism.
9. Identify schools and staffs for initial implementation of the program.
10. Provide a program of in-service education for key personnel.
11. Provide adequate time to prepare curriculum materials before the program is initiated into the classroom.
12. Establish an advisory committee from the community people who have been involved with the initiation of the program and secure their commitment to the concept of career education.

CURRICULUM

While career education will require revision of many segments of the on-going curriculum in the school, it should be an integral part of the current curriculum. The content may be taught as a separate course, but it has been determined that the more successful career education programs in terms of meeting their individual program goals are those which offer career education as an integral part of the entire curriculum. Accordingly, career education concepts should be incorporated into all areas of the curriculum, with particular attention to the academic as well as vocational areas. By focusing on the career implications of all academic areas, a reference point and commercially produced relevance to all areas of instruction may be provided. At present there are few curriculum materials available, and those which are will need to be adapted to the local situation. Also, the community should have input into curriculum materials developed, and this input will be acquired through development of materials at the local level. Many materials have been produced by the local education agencies; some of these are listed in Index I.

In-service

In designing curriculum and selecting modes of instruction to convey the curriculum to the students, design and execute in-service education for those individuals who will be partners in curriculum design and implementation.

Design

Prior to the initiation of curriculum development, information in the following areas should be provided for individuals who are to be involved in the development:

1. Results of the needs assessments.
2. Long- and short-range program goals.
3. Objectives.

Based on this information,

1. design curriculum goals by
   a. level, i.e., lower, middle, upper, postsecondary and adult, or
   b. course, i.e., communications, math, social studies, etc., or
   c. a combination of these; and
2. select installation strategies corresponding to objectives which might be:

a. one component at a time,
b. all components in one attendance area simultaneously,
c. all components in total school system simultaneously, or
d. subject areas in one or more components.

Care must be taken to assure that all levels and types of career opportunities are covered, not just the lower and upper extremes of a career nor just those available in the local community. Likewise, the sequence of presentation must be considered so that each experience builds on previous experiences.

Personnel

Curriculum may be designed by advisory groups or task forces. Membership on these groups should include:

1. teachers, from many areas of specialization;
2. supervisory personnel, i.e., elementary education, social studies, home economics, etc.;
3. counselors;
4. students; and
5. members of the community.

Resources for Design

All segments of the community need to be involved in the production of curriculum materials. These persons know the requirements for job placement and should serve as resource persons in the development of materials.

Individuals skilled in career education who can coordinate the first and/or subsequent in-service programs for curriculum development should be identified and utilized. Community people are vital resources for preparation of curriculum materials, particularly in skill areas.

Production

A vast amount of curriculum material exists presently and should be available for personnel to use as they set about producing the initial curriculum materials. However, *local* personnel should assemble materials which will be used on the local level.

In the process of career education curriculum development, the materials should meet the criteria of increasing depth and scope and should have built-in direction in terms of measurable objectives. When

devising the new curriculum for career education, the local school system should keep and build upon those characteristics of good education presently in the school system.

A dynamic integration of guidance and placement services into the curriculum should be considered.

Concepts

In the development of curriculum materials, the concepts of awareness, orientation, and exploration should *not* be limited to the lower or middle school; rather, these concepts should cut across all levels—kindergarten through postsecondary and adult education.

Fiscal Consideration

Curriculum development takes time and money. Areas of immediate fiscal impact include:

1. released time for teachers;
2. remuneration for teachers for work during the summer;
3. employment of teachers on a 12-month basis;
4. expansion of teachers' education by arranging work experiences in the community;
5. need for smaller classes;
6. individualized instruction;
7. hardware;
8. printing of new curriculum materials; and
9. continuous curriculum revision for students as they move through the program.

Resources to Implement

Once the curriculum is designed, a definitive list of resources should be *prepared* and the resources *secured* prior to the installation of curriculum in the classroom. This list should include:

1. multi-media materials,
2. community resource personnel,
3. publications, and
4. national resource people.

SUMMARY

1. Budget must anticipate all needed resources.
2. Teachers are the core to successful curriculum development.

3. All areas of curriculum should be brought together for the design of the education program.
4. Expertise already available should be utilized, including
   a. curriculum materials,
   b. community resources,
   c. nationally-known personnel, and
   d. people with prior experience
5. Objectives should be specified.
6. Time for curriculum development should be available; use of time should be well planned.
7. *Needed curriculum resources for implementation should be in place before curriculum goes into the classroom.*

POSTSECONDARY AND ADULT EDUCATION

Responsibility

The career education program certainly is not complete unless it includes the postsecondary and adult levels. The local education agency has an educational responsibility to the community at large to assure educational opportunities at all levels. The absence of a postsecondary and adult program omits a pivotal feature of career education, and its inclusion provides for a full scope of articulation among program elements. The dodge of "no money from tax resources" is not a sufficient excuse for failure to provide these services.

Definition

"Any person over 16 not regularly attending elementary and secondary schools on a full-day basis" is a candidate for postsecondary and adult education.

If other state or local agencies in the school's attendance areas provide postsecondary and adult-level education, the local education agency should be involved both as a coordinating agency and in the establishment of work roles.

Needs

Based on the needs assessments and continuous input of the community, state, and national levels, the local education agency should determine the present and future state of the job market. Based on this data, education and training must be provided where the people are in order to be exercised where the jobs are.

This education at the postsecondary and adult levels means awareness, preparation, guidance, retraining, placement, and replacement. The awareness phase should be emphasized since it is as important for adults as it is for young children and adolescents.

A career education program at the postsecondary and adult levels, while using the present program, must not accept the traditional concept of postsecondary and adult levels as enough. It is not. Rather, the local education agency must provide opportunities at the postsecondary and adult levels which reflect the local philosophy of career education and which are designed

to carry out the long- and short-range goals at all levels.

Coordination

1. All of the educational resources of the community for postsecondary and adult education should be identified.
2. Current admission standards should be obtained.
3. A liaison committee should be formed to assure coordination with agencies offering postsecondary and adult education. This committee should be charged with the responsibility for planning for the smooth progression of students from the public schools to future educational undertakings in both the initial training and retraining.

Note: Such a task of articulation may be one of the more difficult to complete; there are few examples of this kind of across-the-board cooperation.

CAREER GUIDANCE

Services

Guidance services are essential to career education at all levels—lower, middle, and upper schools, and postsecondary and adult levels. The implementation and execution of such services may need redirection and reform in order to implement a career education program. In planning the program design, the director of guidance is a support person necessary to the success of the program. This individual, along with the superintendent and the project coordinator, will play a vital role in the successful implementation of this phase of the program.

Guidance services must include:

1. placement, follow-up, and replacement;
2. assisting students as they relate their personal capabilities to career opportunities;
3. providing a variety of means, both cognitive and affective, to help students understand:
   a. themselves,
   b. their peers,
   c. the interdependence of relationships in all areas of our organized society,
   d. the value of a work-oriented society, and
   e. the role of choice;
4. providing systematic and continuous assistance to students as they seek to learn more about educational and occupational choices and what these choices mean to the student, i.e.;
   a. what is important to me,
   b. what is possible for me, and
   c. what is probable for me;
5. providing students with assistance in implementing their personal choices; and
6. assuring a closer working relationship with governmental, social, service, business and other community agencies involved in career education.

Personnel

The implementation and execution of the guidance function involves all persons in the career education program. *Under no circumstances should all responsibilities be assigned to an individual known as the*

career or occupational counselor. Every counselor should be involved in the guidance function of career education; and *each* counselor should be involved, both individually and in groups, with *all* types of students.

While the counseling staff will continue to offer specialized services, the classroom teacher is a necessary agent to convey to the students certain guidance services.

The program coordinator, along with the director of guidance, will:

1. define the guidance functions, i.e., roles of counselors, teachers, and other career educational personnel;
2. identify resources for these groups;
3. designate the responsibility for placement and follow-up;
4. relate the results of a student needs assessment to the guidance service offered to the students; and
5. assist in organizing professional development programs for all persons involved in the guidance function.

PROFESSIONAL DEVELOPMENT

Responsibility and Organization

Professional development is a continuous need within the local education agency. The agency is fully responsible for initiating and maintaining effective professional development for its total staff. This is crucial to the success of career education and should be effectively organized and implemented around the program's long- and short-range goals.

Since professional development must go hand-in-hand with program development, pre-service programs should be planned and offered prior to the implementation of the program in the classrooms. Continuous in-service programs should be offered as soon as the program is implemented.

Content

The content of the pre-service effort should include:

1. the local education agency's concept of and commitment to the career education program;
2. the development of long- and short-range program goals; and
3. planning for initiation of career education.

Activities

Activities might include:

1. the design of process and product objectives—if these are still undecided;
2. the examination of existing curriculum materials;
3. the design of program curriculum materials in line with program objectives; and
4. a discussion of the evaluation procedures which are to be used to measure the effectiveness of the program.

Participants

Participants in the professional development sessions should include:

1. the program coordinator and all staff assigned to the career education program;
2. administrative support personnel:
   a. supervisors in curriculum instruction and guidance,
   b. assistant superintendents for curriculum, vocational and adult education;
3. counselors in the system;

4. principals; and
5. teachers.

Whether these persons meet in joint sessions or in separate sessions is a decision for the program coordinator. *But each group should understand the commitment, responsibilities, roles, and services of the other groups in the career education program.*

Evaluation

Each pre-service and in-service course should have specific objectives and a carefully planned agenda. High-caliber expertise should be used to successfully organize and carry out these programs.

Every program for professional development should be carefully reviewed in terms of the objectives, and future programs should be organized and conducted in light of these evaluations. The evaluation results should be shared with program participants, and their additional comments and observations should be encouraged.

Sources

There are presently several agencies, programs, and individuals who can give excellent assistance in the development of pre-service and in-service courses in career education.

Consider

In developing a professional development program, consideration should be given to:

1. arrangements for graduate college credit for in-service courses, but this should NOT be *the* reason individuals participate in in-service and pre-service courses;
2. arrangements for professional advancement for work experiences outside the school system;
3. utilization of outside sources and resources;
4. utilization of technical assistance available from the state education agency; and
5. leadership in staff development along with leadership in curriculum development.

SUMMARY

Professional development must:

1. be based on the overall career education plan;

2. be continuous;
3. be dynamic;
4. be effective in initiating teacher change and curriculum change and/or revisions;
5. encourage and provide released time for teachers, principals, counselors, and staff during the school year; and
6. expand teachers' horizons beyond the school into the total community.

The local education agency is responsible for an effective program!

COMMUNITY

Commitment

A vital factor in the successful implementation of a career education program is the commitment of the community to:

1. the purpose of career education;
2. the long- and short-range program goals;
3. serve as a part of the learning/teaching process of career education; and
4. offer support to the program by:
   a. making the community a part of the school and
   b. making the community people a part of the educational process.

The school must recognize that the community is an extension of the classroom for many crucial and necessary aspects of the career education program. The formal educational system alone, excluding the community, does not have the resources to provide all of the answers.

Who

In order to secure community support, the program should involve:

1. leaders in business, industry, labor, service, and governmental agencies;
2. recognized leaders of minority groups;
3. recognized leaders of a variety of youth groups;
4. representatives of newspaper, radio, television, and local magazines;
5. recognized leaders of fraternal and service organizations;
6. recognized leaders in community service;
7. representatives of all levels of work—unskilled, semi-skilled, skilled, professional, and administrative;
8. women;
9. leaders from other educational agencies in the community;
10. representative parents; and
11. representative students.

How

There are many means to formally organize com-

munity people into active involvement in the career education program.

Advisory Committee

In the early stages of program design, an over-all advisory committee should be appointed by the local board at the request of the superintendent. This nucleus of 12-20 members could appoint subcommittees for public relations, budget, materials and supplies, and crafts. Additional community people could be placed on these subcommittees.

This advisory committee should be involved in the formulation of the purpose, goals, and objectives of the career education program. They offer a possibility of important input in the design and implementation of a needs assessment program.

The community is the agent which meets the students upon their departure from the school and receives immediate knowledge of the degree of success of school programs. Therefore, this advisory committee and the members of other community groups assisting in a successful program can serve as an agency to evaluate the career education program of the schools.

Regularly scheduled meetings of the subcommittees and the major advisory committee should be held with a *carefully planned agenda.*

Craft Committees

In the upper school, and perhaps at the middle school level, each job training station, i.e., skills development center, should have a craft committee representing a variety of skill proficiencies and community business people who know the job training requirements, needs, and opportunities for advancements.

These craft committees serve as sounding boards for curriculum design and change and offer assistance in setting up equipment needs; they may also assist in job placement and offer evaluation of the program.

In addition to advisory and craft committees, the mass media are an excellent means of informing the community about the programs and demonstrating the many vital roles the community plays in a program.

Utilization

The community is the school. It can be made a vital part of the career education program by utilizing the community:

1. to organize financial support for career education;
2. as classrooms through field trips, with pre-sessions and follow-up to the trips;
3. as resource personnel for the classroom situation for speeches, demonstrations, and programs;
4. as training stations for:
   a. teachers—so they gain exposure to occupations outside of education and
   b. students—both for limited exposure and in on-the-job training;
5. as agencies for student placement; and
6. to assist with follow-up of students who exit the school.

Communication Devices for communication include:

1. brochures,
2. radio shows,
3. television spots and shows,
4. displays in shopping centers,
5. speeches for community groups,
6. PTA programs, and
7. programs at the schools.

SUMMARY

The project coordinator must:

1. understand community structure:
   a. economic,
   b. social, and
   c. political;
2. involve the leaders of all these groups, effectively, in the career education program;
3. choose wisely in setting up advisory committees;
4. define the responsibilities of the advisory committee carefully and sensibly and encourage the advisory committee to carry them out; and
5. use the community not only as a resource but also as a vital source of help and ideas.

EVALUATION

Both process and product evaluations of a program are essential. Career education is an on-going process from kindergarten through postsecondary and adult levels, and evaluation to determine its success cannot and should not wait until the first students exit the program and find or seek full employment or subsequent preparation.

In the initial steps of program implementation, an effective evaluation design should be developed. Such a design, organized to measure both process and product objectives, must be flexible and applicable to the program.

Design

In the design of such a program, the following resources may be tapped:

1. Available individual expertise from:
   a. other local education agencies,
   b. United States Office of Education,
   c. your own and other state education agencies,
   d. universities,
   e. national laboratories,
   f. national centers.
2. Available published reports on effective evaluation procedures.
3. Available instruments for measuring process and product objectives.

Evaluation will be an on-going feature of an effectively designed, implemented, and administered program and will provide a means of reporting some results before all steps are completed.

Both self-evaluation and evaluation contracted to an outside agency should be considered in designing a total evaluation scheme.

Evaluation

Evaluate:

1. needs of the students;
2. curriculum development and/or revision;
3. new program offerings;
4. needs of the community;
   a. economic
      (1) business
      (2) service

(3) labor
b. political
c. social

5. accountability, i.e., the evaluation of performance objectives;
6. quantitative and qualitative FOLLOW-UP of students who exit the program; and
7. financial investment.

The use of advisory and craft committees should be considered in setting up the evaluation program. In establishing an effective evaluation program consider:

1. a close working relationship between the evaluation team and the program's instructional staff;
2. instruments which have applicability to teachers and students, i.e., their usefulness is practical and results are immediately available to the instructional staff;
3. a sensible use of students' time for evaluation purposes: DO NOT let evaluation become an issue between instructional staff and the evaluation team;
4. a systematic compiling of base-line data from all students;
5. a plan to provide research documentation;
6. the need for programmatic data *to determine whether or not career education really makes a difference*;
7. the use of the chosen external evaluation team in the design of the program; and
8. an effective means of dissemination of evaluation results.

THE CENTER

The Center for Occupational Education at North Carolina State University at Raleigh is a research and development center established in 1965 under the provisions of the Vocational Education Act of 1963. The Center has been established as an integral unit within the School of Education at North Carolina State University, and its major programs are supported by contracts with the National Institute of Education. The Center has as its mission the provision—through research, development, and related activities—of a continuing contribution to the improvement of occupational education. The major research and development programs of the Center focus on the relationship of occupational education to its context or environment. The frame of reference for occupational education includes its relationship to regional economy, politics, and the employment or work environment. In addition to its primary programs, the Center also maintains a Division of Special Service Projects which provides the capability for flexible action within the Center's overall mission. Funding for these projects is not maintained through the Center's federal grant, but rather negotiated on a project-by-project basis with contracting agencies. The director of the Center is Dr. John K. Coster. The Center's staff editor and the copy editor for this monograph series is Mrs. Sue King.

THE SCHOOL

The School of Education at North Carolina State University at Raleigh offers baccalaureate, master's, and doctoral degree programs in professional education and psychology. With a focus on human resource development, the School contains extensive teaching, research, and demonstration capabilities. Emphasizing multidisciplinary effort where appropriate, the School of Education has access to personnel and physical facilities throughout North Carolina State University. Dean of the School of Education is Dr. Carl J. Dolce.